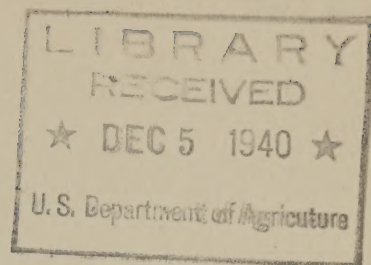


1.913  
E4EX4



# EXHIBIT EFFECTIVENESS STUDIES

Form No. 1, which is attached, is used to obtain general and specific information regarding the exhibits to be studied.

It may be difficult in some cases to obtain information regarding the approximate cost, name of designer, and builder. Though this information would be of value to the Department, if it is not readily available no unusual effort need be made to obtain it.

Instructions  
Form No. 1

THE HISTORY OF THE

... of the ...

... of the ...

...

...

EXHIBIT EFFECTIVENESS STUDIES  
EXTENSION SERVICE  
U. S. DEPARTMENT OF AGRICULTURE

Date \_\_\_\_\_

Exhibit title \_\_\_\_\_

Exhibit sponsor \_\_\_\_\_

Occasion \_\_\_\_\_ City \_\_\_\_\_ Year \_\_\_\_\_

Exhibit type - Educational \_\_\_\_\_ Commercial \_\_\_\_\_

Single exhibit \_\_\_\_\_ or one of a group \_\_\_\_\_

Demonstrator or attendant present (Yes) \_\_\_\_\_ (No) \_\_\_\_\_

Approximate size \_\_\_\_\_

Describe physical appearance and content of exhibit and methods and means used to  
tell the story: \_\_\_\_\_

Message presented by the exhibit \_\_\_\_\_

Approximate cost \_\_\_\_\_ Designed by \_\_\_\_\_

Built by \_\_\_\_\_

Photograph furnished (Yes) \_\_\_\_\_ (No) \_\_\_\_\_





## DETERMINING INTEREST VALUE OR STOPPING POWER OF EXHIBITS

In determining the interest value of exhibits the following method has been found satisfactory:

Form 2 has spaces at the top for the names of the exhibits to be studied and columns below in which to record the results of counts taken every 5 minutes. The success of this method depends upon the ability to make the count simultaneously so that all exhibits are competing under identical conditions. If all exhibits can be observed by one person standing in one place the recording can be done by merely writing down at 5-minute intervals the number of people standing in or in front of each exhibit. If all the exhibits cannot be seen from one point but can be seen from two or three points not too far apart the process still is fairly simple. If, however, the exhibits to be compared are in different parts of a large building or in different buildings, then the services of two or more people will be required to make the count. This can be done if each operator is equipped with a watch, the watches are synchronized, and the counts are made on a prearranged time schedule. It is believed that such counts recorded every 5 minutes for a period of 2 hours would give sufficient information for the determination of interest power.

In counting the number of people viewing the exhibit omit those who are in motion or merely walking by.

The form showing the counts every 5 minutes, or a copy of it, should be sent in with the report on the survey. The record of counts is of value as well as the final counts or totals.

Instructions  
Form No. 2





## EXHIBIT EFFECTIVENESS STUDIES

[illegible]

Exposition

Date \_\_\_\_\_







## OBTAINING INFORMATION ON EXHIBIT EFFECTIVENESS

In obtaining the information for filling out Form 3, the operator should proceed approximately as follows:

Standing near the exhibit to be studied, the operator selects a visitor as he or she approaches the exhibit. If the visitor stops in or in front of the exhibit the time should be noted and the visitor observed until departure when the time should again be noted to give the elapsed time spent in the exhibit. This should be recorded on the form. In the meantime the operator will check on the form whether the visitor is a man, woman, boy, or girl. The position of the operator should be such that he will be fairly close to the selected visitor as he or she leaves the exhibit and therefore in a position to ask several questions, the answers to which should furnish the information for filling out the remainder of the form. A list of questions is attached.

Question 1 is designed to bring forth the visitor's opinion of the exhibit, and the latter half of this question should give a definite rating, such as "Very good," "Good," "Medium," or "Poor."

Question 2 should elicit the visitor's opinion as to the purpose of the exhibit.

Question 3 will determine whether the visitor was aware of the sponsor of the exhibit.

Through Question 4 it is hoped to learn the extent of the education of the visitor. On asking whether the visitor is a college graduate it is hoped that the reply will be more than "Yes" or "No" and will indicate about how much schooling the visitor had.

Through Question 5 it is hoped to find out the occupation of the visitor. The first part of this question may bring forth this information but if it does not the second half could be asked.

In any case, if the visitor shows any hesitancy or reluctance about answering the questions the matter should not be pressed. If they ask why the operator is asking these questions it should be explained that an effort is being made to find out what exhibits are effective and why they are effective so that in the future this knowledge can be used to promote efficiency in this field. If the phraseology of any question is changed, this fact should be noted and the change submitted with the filled-in forms when they are returned to the Department.

Instructions  
Form No. 3

REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

It is stated that the following is the result of the survey of the land in the vicinity of the town of ...

The survey was made by ... and the results are as follows: ...

Section 1 is ... and the results are as follows: ...

Section 2 is ... and the results are as follows: ...

Section 3 is ... and the results are as follows: ...

Section 4 is ... and the results are as follows: ...

Section 5 is ... and the results are as follows: ...

Section 6 is ... and the results are as follows: ...

Witness my hand and seal this ... day of ... 18...



Questions to be asked in connection with Form No. 3

1. I noticed you were studying the \_\_\_\_\_ (Name) \_\_\_\_\_  
exhibit. What did you think of it? Would you say it was  
Very good - Good - Medium - Poor?
2. What would you say is the purpose of the exhibit?
3. Did you notice who sponsored the exhibit?
4. Are you a high school or a college graduate?
5. Are you interested in the exhibit because of your occupation?  
Would you mind telling me what your occupation is?





EXHIBIT EFFECTIVENESS  
STUDIES

Visitor - Man \_\_\_\_\_ Boy \_\_\_\_\_ Time in exhibit \_\_\_\_\_  
Woman \_\_\_\_\_ Girl \_\_\_\_\_

Visitor's opinion of exhibit:

Its purpose:

Its sponsor:

Visitor's education:

Visitor's occupation:

A \_\_\_\_\_

(1131-40)

Instructions  
Form No. 4

1131-40





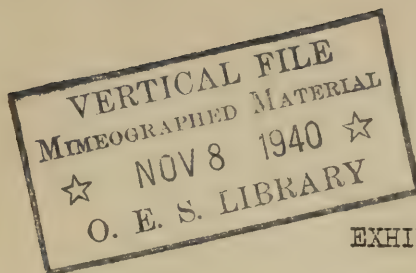
## EXHIBIT EFFECTIVENESS STUDIES

Form No. 4 can be used where it is desired to learn from visitors which of a number of exhibits appealed to them most, why it appealed to them, and the specific things about the exhibit that impressed them. To obtain this information the operator should be stationed at a point where visitors would be passing after they had viewed the exhibits in question. The questions on the form could be asked directly of the visitors and their answers jotted down on the blank. The more of these interviews that can be recorded, the more accurate will be the final results in determining the effectiveness or popularity of the exhibits.

Instructions  
Form No. 4







## EXHIBIT EFFECTIVENESS STUDIES

Form No. 4 can be used where it is desired to learn from visitors which of a number of exhibits appealed to them most, why it appealed to them, and the specific things about the exhibit that impressed them. To obtain this information the operator should be stationed at a point where visitors would be passing after they had viewed the exhibits in question. The questions on the form could be asked directly of the visitors and their answers jotted down on the blank. The more of these interviews that can be recorded, the more accurate will be the final results in determining the effectiveness or popularity of the exhibits.

Instructions  
Form No. 4



DETERMINING INTEREST VALUE OR STOPPING  
POWER OF EXHIBITS

In determining the interest value of exhibits the following method has been found satisfactory:

Form 2 has spaces at the top for the names of the exhibits to be studied and columns below in which to record the results of counts taken every 5 minutes. The success of this method depends upon the ability to make the count simultaneously so that all exhibits are competing under identical conditions. If all exhibits can be observed by one person standing in one place the recording can be done by merely writing down at 5-minute intervals the number of people standing in or in front of each exhibit. If all the exhibits cannot be seen from one point but can be seen from two or three points not too far apart the process still is fairly simple. If, however, the exhibits to be compared are in different parts of a large building or in different buildings, then the services of two or more people will be required to make the count. This can be done if each operator is equipped with a watch, the watches are synchronized, and the counts are made on a prearranged time schedule. It is believed that such counts recorded every 5 minutes for a period of 2 hours would give sufficient information for the determination of interest power.

In counting the number of people viewing the exhibit omit those who are in motion or merely walking by.

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Instructions  
Form No. 2



11

# THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN WHICH ARE CONTAINED THE  
MOST IMPORTANT PASSES OF HIS  
MAYESTY'S LIFE AND REIGN  
FROM HIS MARRIAGE TO HIS DEATH  
IN THE YEAR 1649

BY SAMUEL JOHNSON

LONDON: Printed by A. MILLAR, in Pall-mall, 1765.

## OBTAINING INFORMATION ON EXHIBIT EFFECTIVENESS

In obtaining the information for filling out Form 3, the operator should proceed approximately as follows:

Standing near the exhibit to be studied, the operator selects a visitor as he or she approaches the exhibit. If the visitor stops in or in front of the exhibit the time should be noted and the visitor observed until departure when the time should again be noted to give the elapsed time spent in the exhibit. This should be recorded on the form. In the meantime the operator will check on the form whether the visitor is a man, woman, boy, or girl. The position of the operator should be such that he will be fairly close to the selected visitor as he or she leaves the exhibit and therefore in a position to ask several questions, the answers to which should furnish the information for filling out the remainder of the form. A list of questions is attached.

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Instructions  
Form No. 3





Questions to be asked in connection with Form No. 3

1. I noticed you were studying the \_\_\_\_\_ (Name) \_\_\_\_\_  
exhibit. What did you think of it? Would you say it was  
Very good - Good - Medium - Poor?
2. What would you say is the purpose of the exhibit?
3. Did you notice who sponsored the exhibit?
4. Are you a high school or a college graduate?
5. Are you interested in the exhibit because of your occupation?  
Would you mind telling me what your occupation is?



## EXHIBIT EFFECTIVENESS STUDIES

Form No. 1, which is attached, is used to obtain general and specific information regarding the exhibits to be studied.

It may be difficult in some cases to obtain information regarding the approximate cost, name of designer, and builder. Though this information would be of value to the Department, if it is not readily available no unusual effort need be made to obtain it.

Instructions  
Form No. 1





EXHIBIT EFFECTIVENESS STUDIES  
EXTENSION SERVICE  
U. S. DEPARTMENT OF AGRICULTURE

Date \_\_\_\_\_

Exhibit title \_\_\_\_\_

Exhibit sponsor \_\_\_\_\_

Occasion \_\_\_\_\_ City \_\_\_\_\_ Year \_\_\_\_\_

Exhibit type - Educational \_\_\_\_\_ Commercial \_\_\_\_\_

Single exhibit \_\_\_\_\_ or one of a group \_\_\_\_\_

Demonstrator or attendant present (Yes) \_\_\_\_\_ (No) \_\_\_\_\_

Approximate size \_\_\_\_\_

Describe physical appearance and content of exhibit and methods and means used to  
tell the story: \_\_\_\_\_

Message presented by the exhibit \_\_\_\_\_

Approximate cost \_\_\_\_\_ Designed by \_\_\_\_\_

Built by \_\_\_\_\_

Photograph furnished (Yes) \_\_\_\_\_ (No) \_\_\_\_\_





# EXHIBIT EFFECTIVENESS STUDIES

		NAME OF EXHIBIT					
	TIME						
		Visitor count					
Total							

## Exposition

Date \_\_\_\_\_



EXHIBIT EFFECTIVENESS  
STUDIES

Visitor - Man \_\_\_\_\_ Boy \_\_\_\_\_ Time in exhibit \_\_\_\_\_  
Woman \_\_\_\_\_ Girl \_\_\_\_\_

Visitor's opinion of exhibit:

Its purpose: \_\_\_\_\_

Its sponsor: \_\_\_\_\_

Visitor's education:

Visitor's occupation:

A \_\_\_\_\_

(1131-40)



EXHIBIT EFFECTIVENESS  
STUDIES

Visitor - Man \_\_\_\_\_ Boy \_\_\_\_\_ Time in exhibit \_\_\_\_\_

Woman \_\_\_\_\_ Girl \_\_\_\_\_

Visitor's opinion of exhibit:

its purpose:

its sponsor:

Visitor's education:

Visitor's occupation:

EXHIBIT EFFECTIVENESS  
STUDIES

Which exhibit did you like best? \_\_\_\_\_

Why?

What about it appealed to you?

From what exhibit did you learn the most? \_\_\_\_\_

What did you learn?

EXHIBIT IDENTIFICATION  
STAMP

Which exhibit did you learn best?

---

Why?

What about it appealed to you?

From what exhibit did you learn the most?

---

What did you learn?